PRINCE EDWARD ISLAND

DEPARTMENT OF EDUCATION

1985

ANNUAL REPORT

FOR THE YEAR ENDING JUNE 30, 1985

The Honourable Lloyd G. MacPhail
Lieutenant Governor of the Province of
Prince Edward Island

May it Please Your Honour,

It is my privilege to present the Annual Report of the Department of Education for the period July 1, 1984 to June 30, 1985.

Respectfully submitted,

Leone Bagnall

Leone Bagnall
Minister of Education

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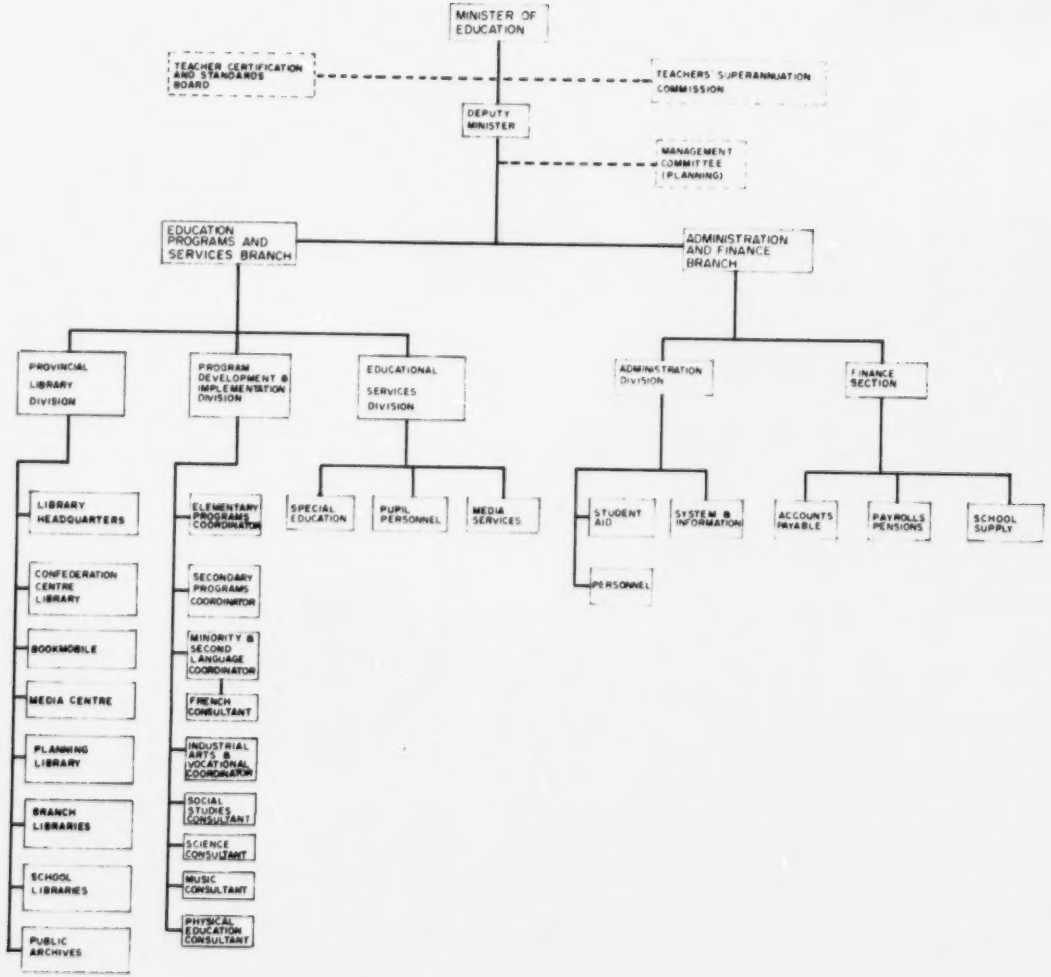
MINISTER OF EDUCATION
TEACHER CERTIFICATION AND STANDARDS BOARD
TEACHERS SUPERANNUATION COMMISSION
DEPUTY MINISTER
MANAGEMENT COMMITTEE (PLANNING)
EDUCATION PROGRAMS AND SERVICES BRANCH
ADMINISTRATION AND FINANCE BRANCH
PROVINCIAL LIBRARY DIVISION
PROGRAM DEVELOPMENT & IMPLEMENTATION DIVISION
EDUCATIONAL SERVICES DIVISION
ADMINISTRATION DIVISION
FINANCE SECTION
LIBRARY HEADQUARTERS
CONFEDERATION CENTRE LIBRARY
BOOKMOBILE
MEDIA CENTRE
PLANNING LIBRARY
BRANCH LIBRARIES
SCHOOL LIBRARIES
PUBLIC ARCHIVES
ELEMENTARY PROGRAMS COORDINATOR
SECONDARY PROGRAMS COORDINATOR
MINORITY & SECOND LANGUAGE COORDINATOR
FRENCH CONSULTANT
INDUSTRIAL ARTS & VOCATIONAL COORDINATOR
SOCIAL STUDIES CONSULTANT
SCIENCE CONSULTANT
MUSIC CONSULTANT
PHYSICAL EDUCATION CONSULTANT
SPECIAL EDUCATION
PUPIL PERSONNEL
MEDIA SERVICES
STUDENT AID
SYSTEM & INFORMATION
PERSONNEL
ACCOUNTS PAYABLE
PAYROLLS PENSIONS
SCHOOL SUPPLY

PERSONNEL

As of June 30, 1985

Minister of Education ..... Hon. Leone Bagnall
Deputy Minister of Education ..... J. Charles Campbell
Administrative Assistant ..... Gloria Turner

PROGRAMS AND SERVICES BRANCH

Chief Director, Programs and Services ..... Vacant

Program Development and Implementation Division

Director, Program Development & Implementation ..... Allan Hammond
Elementary Education Co-ordinator ..... Sterling Stratton
Industrial Arts and Vocational Education Co-ordinator ..... Gordon B. Bernard
French Language Education Co-ordinator ..... Tilmon Gallant
French Consultant ..... Claire Smitheram
Music and Art Consultant ..... William Bartlett
Social Studies Consultant ..... Eldon Jamieson
Science Consultant ..... Don Norman
Physical Education Consultant ..... Jane Cushing

Educational Services Division

Director, Educational Services ..... Tom Rich
Special Education Consultant ..... Elinor MacLellan
Pupil Personnel Co-ordinator ..... Margaret Kelly
Education Media Consultant ..... Donna Lavoie

Provincial Library

Provincial Librarian ..... Donald J. Scott
Community Branch Librarian and Bookmobile Services ..... Donald J. Scott
Technical Services Librarian ..... Priscilla Ykelenstam
School Library Consultant ..... Sandra Richardson
Confederation Centre Librarian ..... William F. Masselink
Children's Librarian ..... Karen Litton
Librarian, Planning Library ..... Marilyn Bell
Director of Educational Media ..... William A. Ledwell

Provincial Archives

Provincial Archivist ..... Nicolas deJong

ADMINISTRATION AND FINANCE BRANCH

Chief Director, Administration & Finance ..... Gar Andrew

Administrative Services Division

Director of Administration ..... Ronald F. Rice
Management Information Co-ordinator ..... Linda Trenton
Personnel Officer, Student Aid Administrator ..... David MacPherson
Student Aid Officer ..... Blanche Beaton
Administrative Assistant ..... Lynda Cameron

Finance Section

Finance Officer ..... Michael Clow
Administrative Officer ..... Wayne E. Schleyer
Accounting Technician ..... Paul Vandergaag
Co-ordinator of School Supply Services ..... David Cox

REPORT OF THE DEPUTY MINISTER

Legislation

During the 1985 session of the Legislative Assembly Section 50 of the *School Act* was repealed and the following new section 50 was enacted:

50. (1) In this section

(a) "French language education" means a school program using French as the language of instruction;

(b) "mother tongue" means the first language learned and still understood at the relevant time.

(2) Where the number of children of citizens of Canada, resident in the province, whose mother tongue is French and who have the right pursuant to section 23 of the Constitution Act, 1982, to have their children receive primary and secondary school instruction in French, is sufficient to warrant the provision to them out of public funds of minority language instruction, a regional school board shall provide French language education for those children.

(3) The Lieutenant Governor in Council may make regualtions respecting the circumstances and conditions under which a regional school board shall provide French language education.

This section comes into force on such date as may be fixed by proclamation of the Lieutenant Governor in Council.

There was also a substantive amendment made to the *Teachers' Superannuation Act* by deleting sub-section 18(2) and (2.1). The effect of these changes is that teachers who have reached the age of fifty-five years and have thirty or more years of teaching service will receive a pension calculated in the normal manner without any penalty for early retirement.

Education Review Commission

On November 9, 1984 the Minister of Education, Honourable Leone Bagnall received the Report of the School System Review Commission. The report contains a total of 97 recommendations dealing with various aspects of the education system.

Following receipt of the report the Minister established a committee with representatives from the P.E.I. Association of School Trustees, P.E.I. Teachers' Federation, P.E.I. Home and School Federation and the Department of Education to review and priorize the recommendations contained in the report. The report of the committee is to be presented to the Minsiter in the fall of 1985.

Negotiations

In June, 1985 the Minister of Education signed a new two-year collective ageement with the P.E.I. Teachers' Federation. The agreement provides for a 2.5 percent increase in salary and responsibility allowances beginning in September, 1985, an additional increase of 2.5 percent in February of 1986 and 4 percent in September, 1986.

Although salary negotiations with the Canadian Union of Public Employees, representing non-instructional staff, have commenced, no agreement has been reached at the time of writing of this report.

Personnel Changes

In September, 1984 Mr. Michael Clow was appointed to the position of Finance Officer for the Department.

Retirements

During the 1983-84 school year the following six Branch Librarians retired from the Department's Provincial Library Division after devoting many years of service to the Department.

Goldie MacDonald	Summerside Library
Eva MacGregor	Summerside Library
Lila MacNeill	O'Leary Library
Grace Murray	Breadalbane Library
Genevieve Solomon	Georgetown Library
Edna Walker	Tyne Valley Library

The Department wishes all of these former employees health and happiness in their retirement.

General

The activities of the various Divisions of the Department for the year ending June 30, 1985, are presented in the following sections of this Report.

PROGRAMS and SERVICES BRANCH

The Programs and Services Branch of the department consists of three divisions each headed by a director who reports to the Chief Director of Programs and Services. These divisions are: Program Development and Implementation Division, Educational Services Division, and Provincial Library and Archives Division. Detailed reports of each of these divisions appear under separate headings.

The Programs and Services Branch has responsibility for the school construction program as well as providing support to, and liaison with the P.E.I. School Athletic Association.

School Construction

During the past year most of the construction associated with the extension and renovations to Souris Regional High School was completed. The new area has already been occupied by students and the former old wooden portion of the building is being torn down. The new school will be officially opened in the fall of 1985.

In June 1985 construction commenced on the extension and renovations to Morell Regional High School. The new addition will provide expand facilities for industrial arts and vocational programs. New science laboratories are being included to replace the inadequate existing laboratories. A cafeteria is being added to the school which will accommodate community activities as well as seving as a lunch room for students. The existing gymnasium will be renovated to provide improved facilities for the physical education program, including new washrooms, tea rooms and storage areas. The school is designed to be as energy efficient as possible and will have a wood-chip burner as its primary source of heat.

School Athletics

The P.E.I. School Athletic Association provided competition in fourteen sports for six thousand school students. The fourteen sport programs are supported by the work of many teacher volunteers and some lay volunteers. Schools pay entry fees, equipment, travel and officiating costs. Government supplies a grant to cover administration costs and part of a secretary's salary and a part-time Executive Secretary.

As the result of a year long study of all aspects of school sport officiating the PEISAA has asked its member schools to make a special effort to establish educationally sound standards of conduct for all those associated with school sport. The PEISAA executive will work in conjunction with schools, sport governing bodies and the Department of Community and Cultural Affairs to encourage the development of more qualified officials.

Each of the fourteen sports offered in school sport programs is guided by a commissioner, usually a teacher volunteer. The PEISAA Executive is developing guidelines for each sport which will be incorporated in a handbook for the commissioner.

PROGRAM DEVELOPMENT and IMPLEMENTATION DIVISION

The Program Development and Implementation Division is responsible for the preparation, implementation and maintenance of all authorized courses in the public schools of Prince Edward Island. In carrying out these responsibilities the division cooperates with the province's teachers and school boards. The work of the division results in the publication of various documents including the Program of Studies, the School Supply requisition book and numerous curriculum guides and course outlines.

Whenever courses are revised or new courses are introduced, the division follows a multi-step procedure. At the planning stage the aims and objectives are clarified and suitable instructional materials identified. At the pilot project stage the new or revised course is tried out in a limited number of classrooms. Finally, a new authorization results. At this stage the objectives and curriculum are finalized and the new or revised course is implemented in all schools. At both the pilot project and new authorization stages inservice programs are offered to those who are to teach the courses.

In the school year ending June 30, 1985 the division sponsored 22 pilot projects and 29 new authorizations. In addition, about 1,000 teacher-days of inservice training were provided.

An important event in the school year was the Minister's announcement in April of adjustments to the high school course structure and graduation requirements. In future each high school course credit will be allocated 120 hours of instructional time, a reduction from the present 140 hours. The shorter course lengths will be balanced by an increase in the number of courses students take each year and in the number of courses required for graduation. Although the shorter course lengths and additional courses per year come into effect in the next school year, the new graduation requirements are being phased in over a period of several years. The paragraph which follows, taken from the program of studies for the 1985-86 school year, summarizes the changes in graduation requirements.

In the period 1985-1988 high school graduation requirements are being adjusted and strengthened. The new requirements are outlined in the Minister of Education's Circular No. 85-001, dated April 2, 1985. To graduate in June 1985, students required 15 course credits, including three credits in English (or in French, in French-language schools) and 2 in mathematics. To graduate in June 1988, students must have course credits, including:

- 5 at grade 12 level, including a first language course in English or French
- 4 language arts, English and/or French
- 2 mathematics
- 2 sciences
- 2 social studies

Schools must plan adjustments in their programming and graduation requirements in order to implement the new requirements as early as convenient, but not later than June 1988.

Summarized below are reports from the various subject fields for the school year ending June 30, 1985.

Art

The revised Art Bag for Children is available to schools. Using the Art Bag, teachers are able to present a balanced program to elementary students.

Computer Awareness and Computer Literacy

The Program Development and Implementation Division, in cooperation with representatives of the Regional Administrative School Units, has been actively developing a Computer Awareness Junior High Curriculum which is now ready for field testing at the grade 8 and 9 level. The curriculum is being implemented at the junior high level in order to ensure that the greatest possible number of students have the opportunity to become familiar with computers. It emphasizes the potential use of computers in society at the awareness level and provides valuable learning experiences for students. The curriculum is designed for class, small group, as well as individualized instruction. Basic computer theory is introduced throughout the course; however, the emphasis is on student practice on the computer, with special attention to everyday applications.

In support of the pilot project, the Department of Education is planning to supply the project schools with the required computer hardware, a wide variety of computer software, printed resources, audio-visual software and a series of student learning guides.

The Program Development and Implementation Division has conducted a number of in-service training sessions for the Computer Awareness pilot teachers and principals.

The provincial curriculum committee responsible for reviewing computer literacy courses in the Island's high schools completed its most recent study in April 1984. As a result, the computer literacy course currently offered in Island high schools has been extensively revised. Changes included the introduction of new objectives and the authorization of up-to-date learning materials. The content of the course continues to be organized under three themes: ABOUT COMPUTERS - technology, language, and history; COMPUTERS IN SOCIETY - applications, consequences, potential, and careers; and PROGRAMMING - flowcharting, programming, and computer use. The course includes a hands-on approach in that all students spend many hours at the computer keyboard. Teachers from across the province were introduced to the revisions at a provincial workshop in June.

English

Pilot projects have been completed for a new program in Practical English for grades 7 and 8, and for the grade 7 and 8 spelling component of the regular program in Junior High English. Each of these pilot projects will lead to a new authorization in the next school year.

At the senior high level, the academic, general and practical programs are all under revision. This year a new program has been implemented in practical English at the grade 10 level. In addition, plans have been completed for pilot classes in the academic course at grade 10, the general course in grade 11, and the practical course at grade 12. As well, new authorizations in the general course at grade 10 and the practical course at grade 11 are ready for implementation in the next school year.

With the revisions in the structure of the senior high program and the changes in graduation requirements, three additional English courses are needed for the provincial program, one at each of the practical, general, and academic levels. Under development is a grade 10 course at the practical level which will emphasize applied skills in English.

Writing, speaking, listening and reading skills as they are used in occupations, in the business of daily life, and in recreation, are the basis of the course. The second new course is one in the study of media. Intended for grade 11, it will emphasize the language requirements and techniques as they are used in newspapers, periodicals, radio, photojournalism and television. The third course, intended for academic students at grade 11, is one in writing. It will provide students with practice in writing for a wider variety of audiences and in a greater array of forms than are possible in the other English courses. In the table below, a summary of the development and implementation plans for senior high English is presented.

Development and Implementation Schedule for Revisions in High School English Courses

Course	1984-85	1985-86	1986-87	1987-88
Eng 451	Implement			
Eng 551	Pilot	Implement		
Eng 651	Prepare	Pilot	Implement	
Eng 431	Pilot	Implement		
Eng 531	Prepare	Pilot	Implement	
Eng 631		Prepare	Pilot	Implement
Eng 421	Prepare	Pilot	Implement	
Eng 521		Prepare	Pilot	Implement
Eng 621			Prepare	Pilot
Eng 451 Life Skills	Prepare	Pilot	Pilot	Implement
Eng 531 Media	Prepare	Pilot	Pilot	Implement
Eng 521 Writing	Prepare	Pilot	Pilot	Implement

French

New programs are in place for French and social studies at the grade 8 level for both early and late French Immersion. In addition, revised courses have been implemented in mathematics for grades 1, 2 and 3 for both Immersion and French first language.

As well, pilot projects have been lauched in core French at the grade 6 level, and in French Immersion courses in grade 7 science and history, and in French in grade 10.

Continued financial assistance from the Department of Secretary of State has enabled projects such as a) university French course extension planning, b) development of a French resource centre, c) French library services, d) a French co-ordinators project, and e) sabbaticals for French language study. Fellowships for French language study as well as a teacher bursary program continue to be offered.

Health

Schools in Prince Edward Island cooperated with a national survey of health attitudes in Grades 4, 7 and 10. We look forward to the information which this survey will provide. We have health knowledge scores for these same grades and the combined information should help us improve our programs.

The Minister's Advisory Committee has completed its review of family life education resource materials and will report to the Minister in the fall of 1985.

The Interdepartment Committee on Drug and Alcohol Education completed its survey of programs for school age students. Solid programs were available to students in grades 3-9 inclusive. The committee recommended that programs for the high school grades be considered.

Home Economics

Some new instructional materials have been authorized in the Junior High Clothing program and a curriculum guide for this area of study has been made available to teachers.

Language Arts

During the 1984-85 school year, the newly authorized language arts program entered its third and final phase of implementation. Learning materials and professional development activities were made available to all teachers in grades 3 and 6. Approximately 250 teachers attended the two-day provincial workshops which were provided for each grade; the programs were presented by 25 pilot teachers from Island schools. The training sessions introduced the participants to EXPRESSWAYS, a Canadian-produced program. The instructional materials from EXPRESSWAYS stress a language experience approach and the integration of the four strands; listening, reading, speaking and writing.

Mathematics

The provincial curriculum committee responsible for reviewing and revising the Practical Math program in junior high school completed its preliminary tasks in the spring of 1984. Having selected suitable replacement materials, the committee established four pilot classes located at Hernewood, Summerside Intermediate, Birchwood, and Montague Junior High. Programs were selected for grades 7, 8 and 9. The pilot project incluoed learning materials for grades 7 and 8 that emphasized a) specific skill development activities, b) a wealth of practice opportunities, c) work problems with controlled reading levels, and d) a list of objectives that are directly related to those normally associated with junior high school. For grade 9, the learning materials stressed the skills needed to perform the mathematical tasks associated with every day living; the list of topics included shopping, renting, travelling and finding measurements. It is anticipated that a new authorization will be introduced in September 1985.

Music

Musique 1-3 and 4-6 are music programs designed for French Immersion and French first language courses. These programs, developed by a joint Prince Edward Island - Nova Scotia committee, are now available to schools.

No changes have been made in other music courses. A committee, has been named to make recommendations for teachers' guides at the elementary level. Replacement or supplementation of these guides will be suggested.

Physical Education

A new teacher's guide for elementary physical education is being prepared. The basic content of the elementary program remains unchanged. Basic movement skills, patterns and rhythms are stressed in the primary grades. In the intermediate grades ball skills, formal gymnastics and more structured dance and game activities are emphasized.

Physical education teachers have at their disposal program planning guides and self evaluation guides. As a follow up to these guides a Physical Education Program Evaluation is being developed for principals.

Science

The new elementary science program has an expanded winter outdoor education component. Provincial Parks in co-operation with the Department of Education has

created new trails for grades 4 to 6 at Brudenell and Mill River Provincial Parks, as well as the Riverside Drive woodlot in Charlottetown.

Junior High Science has been revised with new courses in place at grade 7 and 8 and a new course for grade 9 in September, 1985. And plans are complete for a new authorization in grade 9. As with the elementary science program, there are appended resources for the outdoor education portions of the program. New sites for grade 7 Forest Community Studies and grade 8 Pond Community Studies are to be found at various locations around the Island. Energy units focussing on Maritime Energy follow up those currently in use at the elementary school. A new conceptual physics course has been authorized in grade 11 and has met with a good response from both teachers and students. Currently two new programs in General Science and Earth Science are being piloted at senior high school level.

Social Studies

During the 1984-85 school year, a number of changes have been made in the grades 1 to 12 social studies program. At the elementary level, two new core textbooks are undergoing field tests for the grade 4 Social Studies program, and the new Island-produced grade 6 Social Studies text is nearing completion. It will be ready for use by all grade 6 pupils in September, 1985.

A Maritime Studies course is being developed for grade 9. Developmental work is being done by a consortium of Maritime publishers, called Maritext, in consultation with an Editorial Review Board. On the board, which consists of educators from the three provinces, Prince Edward Island is represented by a teacher and the Social Studies Consultant. The Maritime Studies project is sponsored by the Maritime Provinces Education Foundation. Created by the Council of Maritime Premiers, the foundation is responsible for interprovincial projects in elementary and secondary education.

At the senior high school level, Political Science 721 - Introductory Politics and Geography 621 - World Geography are undergoing revision.

Vocational Programs

During the year, the Program Development and Implementation Division in co-operation with Holland College, has continued to field test and evaluate a number of programs in the areas of Business Information Processing, Vocational Agriculture and World of Work Skills Training.

A number of successful high school business pilot projects have been developed and field tested at a number of high schools during the year. The projects include Stenospeed Shorthand, Recordkeeping, Keyboarding and Personal Typing Applications.

Initial curriculum planning and program development activities have been completed for several program initiatives for the coming school year. These include a Fisheries Education Course (Westisle), Human Resource Skills for the World of Work (Holland College) and Entrepreneur Skills for the World of Work (Holland College).

The division has supported and organized a number of in-service teacher training sessions and workshops for new pilot projects and on-going programs.

The Program Development and Implementation Division, in co-operation with Holland College and the Department of Labour, maintains a large number of program advisory committees. These committees include representatives from business and industry and thus help to ensure that existing and proposed future vocational programs are relevant to and compatible with current trend and developments.

EDUCATIONAL SERVICES

The Educational Services Division is responsible for pupil personnel services including guidance and testing, special education services and media services. The division's responsibilities include general consulting in the areas noted along with the provision of standardized testing services, classes for pupils with certain types of handicaps and media production services. Developments in the division include the following:

- More than 2500 high school students have used the CHOICES computerized career guidance program over the past 3 years;
- Two guides to services for children having difficulties were produced and distributed to parents and professionals;
- Computer equipment was provided to 15 schools for the Junior High School Computer Awareness Program.

PUPIL PERSONNEL SERVICES

Through the Pupil Personnel Coordinator services are provided in three areas: guidance and counselling, the provincial testing program, and the G.E.D. program. These services are designed to develop comprehensive guidance and counselling programs, coordinate services to pupils provided by various provincial departments and related private agencies, and offer specialized testing for adults desiring a high school equivalency certificate. A province-wide academic testing program is carried out each year in grades 3, 6 and 9.

Guidance and Counselling Services

The Pupil Personnel Coordinator provides a liaison between the Department of Education and the P.E.I. Guidance and Counselling Association, the Atlantic Guidance and Counselling Association and the Canadian Guidance and Counselling Association. Through these associations, P.E.I. is able to keep in touch with national trends in the area of guidance services and counselling techniques. There is also a close liaison between the Pupil Personnel Coordinator and the coordinators of guidance services in the school units.

Other functions of the Coordinator are: consultation with school counsellors, assisting in the planning and evaluation of programs, providing resource materials and information on new trends, conferences and current literature, distributing career materials, coordinating Canada Career Week, and promoting in-service training and professional development programs for counsellors.

The computerized career information service CHOICES (Computerized Heuristic Occupational Information and Career Exploration System) is now fully implemented in all Island high schools. An intensive one day update in-service session was held for all counsellors in preparation for the use of CHOICES for the year. This means that our high schools are now equipped with the CHOICES computerized system as a tool in career planning and exploration. More than 2500 students have used this program over the past 3 years to access occupational and career information. It has served as a valuable tool in stimulating a degree of change in career planning and career choice for grade 11 and grade 12 students. CHOICES has been recommended by school staff and administrators

as part of, and as an effective tool in, a comprehensive career guidance program for senior high schools, and not as a substitute for either personnel or a program.

Some counsellors have been assisted this year by paraprofessionals to enable them to provide career counselling through CHOICES to more students. This kind of help was most appreciated by the counsellors concerned.

Provincial Testing Program

The Canadian Test of Basic Skills was used in the provincial testing program in October 1984 and March 1985. The following numbers of students participated in the testing program:

Grade 9 - 2062
Grade 6 - 1816
Grade 3 - 1940
5818

This was a decrease of 95 students from the 1983-84 testing program.

Testing materials and scoring services are provided by the Department of Education.

General Educational Development

This program has been in effect in P.E.I. since 1971. The tests of General Educational Development (G.E.D.) provide an opportunity for adults to obtain their High School Equivalency Certificate. The attainment of the G.E.D. certificate has made it possible for the candidates to have a sense of personal satisfaction as well as professional and academic opportunities.

The G.E.D. TV series continues to be a valuable tool for preparation for the G.E.D. testing program. The two sets of tapes are in constant use throughout the province.

GENERAL EDUCATIONAL DEVELOPMENT EXAMINATIONS

Number of Certificates Issued

	GRADES				
July 1 - June 30	**9**	**10**	**11**	**12**	**Total**
1971-1981 (1st Ten Years)	63	95	406	2,573	3,137
1981-1982	13	32	28	283	356
1982-1983	16	19	21	194	250
1983-1984	16	20	15	145	196
1984-1985	7	17	14	127	165
TOTALS	115	183	484	3,322	4,104

SPECIAL EDUCATION SERVICES

Through the Special Education Consultant, services are provided to pupils and schools in three areas: special classes for the handicapped, tutoring and residential programs, and special education curriculum support. Funding for Child Development teachers for mentally handicapped students and Resource Program teachers for students with learning difficulties is provided apart from the regular staffing formula. In addition, access to and the coordination of residential and other programs provided through the Atlantic

Provinces Special Education Authority is provided. These services provide a comprehensive program for meeting the special needs of disabled and handicapped pupils.

Special Classes

Classes for hearing impaired, emotionally/behaviorally disturbed as well as physically handicapped pupils are administered directly by the Department of Education.

Elementary level classes for hearing impaired pupils are located in St. Jean School while the other pupils are in Stonepark Junior High School. The school provides an auditory/oral program with academics in a continuous progress model. When pupils progress to the point where they are able to be integrated into regular classes the school provides support services to them, as well as to those pupils who may have some hearing impairment but have always been maintained in regular classes. The staff of the School for the Hearing Impaired provides a parent guidance program which involves both parents and pre-schoolers on a regular basis. Audiological services are also provided by the school.

Pupils who suffer from behavioral/emotional disorders are provided with a school program while they are in treatment in the Adolescent Unit at Hillsborough Hospital.

A setting located at Stonepark Junior High School provides a continuous progress academic program for cerebral palsied or other physically handicapped pupils who may need a somewhat protected environment.

Tutoring and Residential Programs

Tutoring is provided at home or in hospital to pupils who are unable to attend school due to sickness, accident, etc. Forty pupils used this service during the 1984-85 school year.

During the year, 5 pupils were in attendance at the Atlantic Provinces Resource Centre for the Hearing Handicapped in Amherst, Nova Scotia, while 7 pupils attended the Sir Frederick Fraser School for the Blind in Halifax, Nova Scotia. As well, 31 visually handicapped children, the majority of whom attend class in their own schools, were serviced through itinerant and tutoring services.

The Department of Education provides for the education of the latter three groups through grants made to the Atlantic Provinces Special Education Authority.

Staff and Curriculum and Resources

A total of 36.5 Child Development teachers and 17 aides were funded above the ratio during the 1984-85 school year. These teachers and aides provided services to more than 280 mentally handicapped students in the schools. A total of 18.5 Resource Program teachers were funded above the ratio to provide programs for students experiencing learning difficulties.

Curriculum materials in all content areas were authorized for children with special needs. In addition, a Developmental Disabilities Committee, with membership drawn from the Department of Education, the Department of Health and Social Services, and the Regional Administrative Units, produced two guides to services for children having difficulties. The booklet *Help for Children Who Have Difficulties* is intended for parents and outlines services available in the province and key contacts. The booklet *Service Directory for Children Experiencing Difficulties* is intended for professionals working in the education, social services and health fields. It provides a comprehensive listing of services, objectives, eligibility, locations and contacts. Both guides have been distributed throughout the province.

MEDIA SERVICES

The Media Consultant works cooperatively with Department of Education personnel, the school units, schools and other agencies who have an educational mandate. The section provides service in the areas of AV software production, AV software and hardware acquisition, in-service training on the effective use of AV hardware and software, and media consultation. The Media Consultant also works closely with personnel at the Media Centre in distributing new acquisitions. In addition, the Media Services section participates in cooperative educational media projects originating through Council of Maritime Premiers and Council of Ministers of Education Canada.

Production and Acquisition

Joint Maritime cooperation through Council of Maritime Permiers has resulted in the completion of a set of black and white study prints geared to the grade 4, 5 and 6 social studies curriculum on the topic of agriculture. P.E.I. carried out the actual production of this first set as a possible prototype for other Maritime resources topics.

Maritime cooperation in media projects has also provided us with a bilingual two part drama entitled "La Survivance" for use in junior high social studies. A three-part series on the archeology of the first Acadian settlements is in the final stages of production.

This year, the Media Services section carried out a number of in-house productions, mostly in the area of in-service videotapes. The section recorded workshops in language arts, French immersion, French second language and special education, as well as plays about environmental education and Community Schools. A popular French performer was also videotaped for elementary French immersion.

Other accomplishments for the year include consultation and major production assistance on a filmstrip sponsored by the Department of Agriculture and Junior Farmers. The filmstrip entitled, "Today's Farmer: Meeting the Challenges in Agriculture", will be useful in our schools for careers education and courses in agriculture. Work was also completed on another environmental filmstrip entitled, "Our Atlantic Coast". It is being used at the junior high level.

The results of a recent media services survey on the number of half-inch VHS recorders in the schools shows a rapidly increasing trend towards acquisition of this format. Therefore, a dozen of the most popular educational TV series were transferred to half-inch videotape for loan through the Media Centre. From now on, new video series being supplied to the Media Centre for distribution will be issued in both the three-quarter and half-inch VHS formats. Media Services continues to offer duplication services to schools who want copies of programs to which the department has acquired rights. With the advent of half-inch video recorders, many more schools are taking advantage of this service.

1984-85 also saw the planning and implementation of a computerized audio-visual information database which is of direct use to curriculum consultants at the department. The objective of this project is to organize pertinent information about acquired AV resources as they relate to specific subject areas.

Workshops

Throughout the year the Media Services section conducted talks and workshops for students, parents, and instructors. Topics were copyright, radio speaking skills, effective teaching through visuals, effects of television on youth and critical TV viewing skills.

Equipment Purchase

The major equipment purchase of the year involved the purchase of computer hardware for set-up of the Junior High Computer Awareness Program in the schools. Fifteen schools were each provided with three computers, a disk drive and a printer. The remaining junior high schools will be equipped in 1986. Consultation services were also provided to several schools in search of half-inch VHS units and video tape recording systems.

Educational Computing

Over the past year, the Media Services section has been involved in the integration of computer technology in education. The Director of Educational Services has played a key role in the development of a national educational computer software database through the Council of Ministers of Education Canada, and in the development of plans for an on-line computerized version of the Canadian Education Index through the Canadian Education Association.

A file of computer catalogues is in place for consultant and school use and negotiations are under way with various software companies to provide preview samples of software for consultants. A system is being put in place through Media Services to handle preview, initial evaluation and purchase of computer software.

PROVINCIAL LIBRARY

The Provincial Library has a twofold mandate. It operates the public library and library related services which the Department of Education provides to this province. It has the responsibility to promote the development of library services to the public schools. There is also the responsibility for direct delivery of services including the film library and the centralized processing service which serves both schools and public libraries.

Two themes dominated the activity of all staff within the organization during this fiscal period. The continued stresses of the government's restraint programme has been a everpresent fact which impinges on everyday operations. While the service operates with a more limited resource base we are faced with expectations for service created in an earlier more affluent period. Attempts to cutback, such as reduced hours have not been effective as work loads have been shifted to the period when the library was open. There is a continued demand for more new books and a backlog while awaiting more popular materials.

Government has recognized these pressures and some accommodation in book and materials budgets has been made. This trend will have to be continued and grow if we are able to meet the demands without cutting service in some areas.

The second main concern for all staff during the year was the implementation of an automated inventory request system. Details of this are provided in the Technical Services section. The project did have effects across library services as reallocation of resources to this effort took place. Work in some areas was slowed or disrupted. We were fortunate to have the kind cooperation of the Computer Services Division as well as assistance provided through the Department of Health and Social Services' Job Creation Program and a winter works programme sponsored by the Trustees of the Legislative and Public Library.

Promotion of the division's serrvices was a concern throughout the year. The annual Library Week celebrations was a focus of attention for all sections. We also participated in and promoted the annual Children's Book Festival celebrations, and the National Book Festival programmes.

Confederation Centre Library

The most notable occurrence at Confederation Centre Library this year was an increase in circulation figures. On a daily basis this averaged out to a 7% increase. This means that the circulation level has now surpassed the level of 1983-84 when hours of opening and staffing were reduced. Going along with this increase in circulation is an increase in the demands for reference and information assistance and in the requests for new material.

The concern to increase efficiency and effectiveness while operating within a limited resource base is constant with all staff members. We look forward to the automation of the inventory and request systems to help in this effort. The eventual provision of some form of automated catalogue to replace the present labor intensive card catalogue is another goal to which all staff look forward.

A number of initiatives established when last year's plan to make the library more efficient was prepared, were carried out this year. Included in these was the rearrangement of the main floor of the library so that the various collections were located in a more convenient manner. The storage collections and periodical collections in the library basement were weeded, reorganized and consolidated to make access easier. The Prince Edward Island Collection has outgrown its storage space and has been relocated to a larger storage area constructed in the basement and two new offices were constructed in this same area.

Two other initiatives which are a part of this programme were not implemented but are a part of our programme for next year. There is a need for a comprehensive signage system for the library which will improve both the function and the appearance of the building. The library should development an instructional program and a series of pamphlets to instruct patrons in the use of the libary. These two elements will decrease demands on staff time for routine asistance as partrons will be able to make more effective use of the service on their own. It is our hope that staff and financial resources will be made available for this effort in the next fiscal year.

Increasing work loads and shortage of staff makes implementation of such new initiatives very difficult. Limited funds for book budget have meant increasing number of requests, additional staff work and a gradual deterioration in the book collection as material wears out or becomes outdated. This must continue to be a major concern and any available resources must be directed toward the book budget.

The library participated in a number of events during the year. In April, Library Week was celebrated with a visit from children's author Kevin Major. In the adult library, Geoff Hogan, a lecturer at UPEI gave an illustrated talk on the Bird Life On PEI to a large audience. During the children's book festival authors Eugenie Fernandez and Dennis McCloskey gave well attended readings in the children's library. The children's library noted the same level of increae in use as was seen in the adult library. Once again a busy series of programmes was run for preschool children and for day care centres who bring their classes to the libraries. These programmes are aimed at encouraging and developing an interest in reading among children, and encouraging parents to participate in reading with their children.

Branch Libraries

This year's major project for the branch libraries was the reestablishment or rejuvenation of local library committees. When the system was first established it was a requirement that every library have an active library committee.

Over the years the majority of these have become inactive or disappeared completely. Financial restraint at both the community and the provincial level has been causing pressures at the local level and confusion exists about which level of government is responsible for the various elements of library service. These factors make it apparent that some local support is going to be necessary if the local libraries are going to maintain their present facilities and level of service.

The purpose of the library committee is to encourage the community to become a more active partner in the provision of library service. The committees can lobby on behalf of the library at the community and the provincial levels of government. They also promote the library in the community through services such as book delivery to seniors, organization of special events and fund raising. Several committees have become registered charitable organizations and are actively soliciting funds from private sources.

The branch libraries have participated in province-wide promotional events. This year during the Children's Book Festival special emphasis was directed toward the preschool child. Invitations to story hours, puppet shows and author readings were extended to kindergartens. The children were encouraged to invite their parents to attend these events with them. Eugenie Fernandez, Canadian author and illustrator, talked with children and parents in Morell, Souris and Murray River. Library Week and the National Book Festival were celebrated with demonstrations and lectures on topics from early shipbuilding, to gardening and antiques. Native Islander Dennis McCloskey read from his books in Georgetown and Montague.

Branch library staff organized and mounted a display for the annual meeting and in-

structors workshop of the P.E.I. Community Schools. This display provided an opportunity to encourage participants to improve the skills learned at community school through using the library collection. It also enables the library to be better prepared to respond to requests for material in support of the community school programme.

Amendments to the Civil Service Act regarding the classification of part-time positions had a significant effect for the branch library staff this year. As a result of this most of the part-time library positions have been classified and the former librarians hired into these positions. This has enhanced the position of branch librarian and given formal recognition of the valuable service the branch staff are providing to their communities.

The branch library circulation decreased by two percent this year. A number of factors probably contributed to this. The implementation of the new automated inventory system forced us to cancel book exchanges for a period and restrict the movement of books for a time. The high rate of staff turnover was another factor in this.

The need to limit increases to the book budget has meant that we have been buying fewer boks. This has placed heavy demands on the request system, created long waiting lists for some books and contributed to a breakdown in the efficiency of the system. This year we handled 8,699 requests, this is an increase from 5,896 in 1983-84 and up from 3,400 in 1979.

A major event for the branch libraries this year was the move of the Crapaud library to a new location. That library is now located in the new South Shore Professional Centre. This has provided extra space and room for more books in a beautiful new building with excellent facilities. It is certainly a landmark for library service in that area.

Bookmobiles

The arrival of a new bookmobile has made this a landmark year for the bookmobile service. The new International diesel school bus chassis with a Thomas body arrived in late fall. With the assistance of the bus depot staff at the Unit 3 and several local suppliers the new vehicle was wired, heating and flooring installed and the shelves and circulation desk transferred from the old vehicle.

The diesel machine has worked very well and staff are very pleased with the new vehicle. Assistance in drawing up specifications and purchasing the new vehicle was provided by the Regional Administrative School Unit 3 transoprtation staff. The vehicle has also been placed under their preventative maintenance programme. This procedure has proven very effective and will be repeated when the second new vehicle is purchased. The cooperation of the Board transportation staff throughout the year has been of great assistance in the efficient operation of the bookmobile service.

The circulation statistics this year show a slight decline. A major factor in this decrease was time loss due to maintenance problems with the old vehicle and the requirement to curtail the schedule while the new vehicle was being made ready. Having one new vehicle and the anticipated purchase of a second new vehicle in 1985 should alleviate this problem.

New stops were added this year which means that the bookmobiles now provide service at 21 schools and 125 community stops. The main problem for the service continues to be the difficulty in providing enough books to meet the demands, particularly the demands for children's material. A continued concern is the fact that the collection is wearing out faster than it can be replaced.

Planning Library

The Planning Library continues to provide full library service to the provincial government employees and to members of the public who wish to make use of the service.

Circulation statistics and the number of reference queries remained at the same level as last year. The heaviest use of the resources continues to be in the area of periodicals and federal government documents, including those published by Statistics Canada. The 1981 census material is now nearly complete and in frequent demand.

Interlibrary loans continued to increase over the 1984-85 year. This is in part an indication of a need for current materials which are unavailable here. The extensive use of bibliographic searchs through a number of automated data bases requested through the Robertson Library and the Queen Elizabeth Hospital has also contributed to this growth.

Late in the fiscal year the library began to use the Envoy 100 electronic communication system for many of its interlibrary loan requests. This system has proved efficient and easy to use. The length of time required to find a location for requested materials has been greatly reduced and the time required to actually obtain the desired item cut in half.

The librarian has been involved in the planning for the establishment of the new automated request and inventory system for the Provincial Library. The introduction of this system will mean that for the first time other libraries in the system will have a listing of the Planning Library holdings. It is expected that this will cause a significant increase in the number of request for Planning Library materials.

School Library Consultant

The school library consultant acts in an advisory capacity on matters relating to the development and improvement of school library service. In this capacity the consultant works closely with departmental, board and school-based staff.

Follow-up work started the previous year continued at Somerset Elementary, Tracadie Cross and Ecole François-Buote. St. Teresa's School also began the process of organizing the book collection in a centralized library. Assistance was provided in weeding the collection and setting up the card catalog with cataloguing and processing services provided by the Technical Services section of the Provincial Library.

This year the Unit 4 School Board made a decision to earmark special funds for the upgrading of the school library collections. As a result a great deal of time was spent working with that unit.

The first requirement was to assess library collections and outline a basic minimum collection according to recognized standards. Collections were then evaluated against those standards and recommendations made concerning dollar allocation to each school. That task involved designing a questionnaire for school personnel, visiting the nineteen schools and summarizing these findings in a written report. Following the board's decision to allocate $105,000 for the purchase of library materials the consultant prepared to assist schools in selecting materials for purchase. Work was begun on preparing lists of recommended materials for various age levels. This work is ongoing.

As a result of the demands from Unit 4 work in some areas was neglected. The *School Library Newsletter* was not published during the 1984-85 school year. Attempts were made to respond to the usual day to day requests. It was not always possible to respond to these as promptly or as extensively as one would wish to do.

Updated Expressways Books to Read lists for the elementary language arts programme levels 1-13 were produced. These provided information on availability and price to facilitate the ordering process for these materials.

Once again current professional periodicals useful in materials selection or with a school library orientation were circulated to schools. Seven titles were routed to 21 librarians and teachers. Review of English language materials for high schools, received bimonthly as part of a subscription service, were made available to the ten senior high schools.

The consultant also worked closely with other Provincial Library staff in various system-wide projects.

The province's ninth annual Library Week was held in April in conjunction with the National Book Festival celebrations. This year's theme was "Library Week, Don't 'myth it'" celebrating the wide variety of mythological, fantasy, fairy tale materials available to readers. The consultant worked closely with the School Library Assocaiton and coordinated the preparation and distribution of a variety of resources on the mythology theme to school libraries, kindergartens and day cares across the province.

Again this year the coordinator was responsible for the Island protion of Canada's annual Children's Book Festival celebration. This involves arranging publicity, selling materials, and organizing an author tour. Canadian author, Eugenie Fernandez met with over 700 children and adults during six public readings and one school visit in her tour of the province.

Media Centre

The Media Centre is feeling the effects of technological change this year, as it continues to provide a supply of audio-visual resources to schools, government departments and agencies, and to the general public.

While 16mm film remains the backbone of the Media Centre collection, the demand for materials on video cassette is growing, and is complicated by the increase in demand for materials on half-inch VHS cassette. The bulk of the video collection at the Media Centre is on three-quarter-inch tape, but it is apparent this format will become secondary to half-inch tape in the near future, and equipment in schools and offices that use three-quarter video will not be replaced. This will require a change in purchasing patterns, and also will invovle conversion of existing programs on three-quarter to half-inch cassettes.

However, the demand for 16mm film remains strong, within and outside the classrooms. Film is still the preferred format for larger classes, or for groups larger than normal classroom numbers; and film is superior to video in the case of programs that have a visual element in the production.

Staffing at the Centre remained stable this year; the National Film Board side of the operation contributes one-half supervisory position and one-half secretarial position; the Department of Education staff consists of three technical positions, one secretarial and one-half supervisory position. The combined total is 5.5 positions, compared with 6.75 positions three years ago.

The demand for specialized film-video remains high. In addition to normal classroom requests, other departments of government have made extensive use of the collection and have used the Centre as a clearinghouse for acquisition of new materials relating to such matters as public health, parenting issues, child abuse, family life education, and issues relating to labour groups, family farm, hospice care, nutrition, etc.

The range of clients served by the Media Centre continues to grow. It includes all provincial government departments; some federal offices, including Department of Veteran Affairs and Secretary of State; University Prince Edward Island and Holland College; and a wide range of service clubs and voluntary organizations, in addition to the school population.

Technical Services

The development and implementation of the automated inventory system dominated the attention of the Technical Services section this year. In the early part of the year the process of entering the reconversion titles into the data base was completed.

Work on the development of the system began in September and was ready for testing at the end of March. Throughout this period the review of procedures and work on the detail design phase occupied most of the time of the technical services supervisor and two staff members from Computer Servics. In February and March all technical services staff devoted their entire attention to reviewing and batching our inventory records for input to the computerized data base. This was a massive job which required all the section's resources and created some backlog in the regular work flow.

In spite of this additional work load the processing centre handled almost 55,000 items this year. Half of this work was done for the provincial library and half for schools. More schools are becoming conscious of the need to have their resource materials organized and stored centrally. This continues to add to the work load as schools order processing kits or bring materials to the provincial library for processing. Schools are also ordering more material directly through the provincial library. In part this seems to be a result of the Expressways reading programme and the fact that the provincial library is providing lists of suggested materials supplemental to that programme. More schools seem to be obtaining money through special committees and projects to supplement their regular library budget.

Adding to the workload this year was the acquisition of the collection for Somerset Elementary School and the receipt of the last material for the Lucy Maud Montgomery Elementary School.

This has been a busy period for technical services staff. The organization has been fortunate to have some additional assistance from the Job Creation Program and through the Canada Employment Centre Employment Development Programme.

It is expected that the work load will continue at its present level for some time as the new inventory/request system becomes operational. Its successful implementation should lead to an easing of the work load and to a better level of service.

PROVINCIAL LIBRARY

CIRCULATION and HOLDINGS (April 1 - March 31)

1980-81 to 1984-85

	1980-81	1981-82	1982-83	1983-84	1984-85
Holdings	194,755*	180,000	178,134	180,067	183,174
Volumes Added	10,288	13,301	9,219	9,031	9,112
Volumes Withdrawn	6,577	3,600	11,085	7,098	6,005
Film Holdings	3,386	3,279	3,422	3,539	3,716
Films Added	325	124	156	183	143
Films Withdrawn	2	71	13	6	22
Video Tapes	510	536	663	777	808
Records	1,980	1,700	1,946	2,200	2,640
Newspapers	38	38	38	38	29
Periodicals	737	634	646	598	495
Circulations (Books and Records)	550,753	564,649	598,482	595,564	591,271
Bookings (16mm films & video tapes)	37,005	39,990	30,025	31,216	26,613

* Holdings for 1980-81 and earlier years were calculated by adjusting the previous year's holdings by volumes added or withdrawn. The inventory count at year end 1981-82 established the holdings more accurately at 180,000 volumes.

PUBLIC ARCHIVES

Introduction

The Public Archives of Prince Edward Island continues to function, within the Department of Education, as a section of the Provincial Library. The primary responsibilities of the institution remain the identification, acquisition and preservation of the official records of the province as well as those received from both the general public and the private sector. Within the past year progress has been made in most areas of the operation, however, funding for a structured records management programme, yet again, has proved elusive.

The decline recorded in the number of reference and research visits and enquiries stems from an almost equal reduction in both areas. The numerical distribution, by month, remains similar to other years and the summer months were again the busiest. This downturn in activity was again fortuitous since it meant that additional staff time could be allocated to other areas of the archival operation. The collection expanded at a rate similar to that of previous years and again we offer our sincere thanks to those members of the public who have been so generous in their support of this institution.

The Department of Community and Cultural Affairs decided against proceeding with new archaeological legislation in 1985. Consequently, the only archaeological field programme conducted in the province, within the past year, was undertaken by the National Museum of Man.

Reference and Research

The number of reference and research visits and enquiries totalled 3,139 during the year. The change in demand for this service since 1973-74, is outlined in the following table:

Reference and Research Visits and Enquiries

1973-1974 to 1984-1985

1973-74	1543	1979-80	2721
1974-75	1501	1980-81	3191
1975-76	2178	1981-82	3550
1976-77	2196	1982-83	3815
1977-78	2206	1983-84	3365
1978-79	2316	1984-85	3139

The decline, in the demand for the research and reference services, noted previously, continued in 1984-85. However, it is anticipated that research activiity will now stabilize at these levels. The summer months were again the busiest overall, however, compared to 1983, visitation was reduced. By comparison, the use made of the institution by university students, particularly over the winter months, remained stable and was a source of gratification. Again, the Archives was open, by appointment, one evening per week throughout the winter. This arrangement was well received and no additional security arrangements were required.

The overall level of attendance remains such that the supervision of the reading room requires an over commitment of staff time. However, the further decrease in attendance this year has permitted the staff to spend more time in other areas of archival endeavor.

Acquisition

A total of 88 new accessions were received at the Archives in 1984-85.

Number of New Acquisitions Received

1973-1974 to 1984-1985

1973-74	69	1979-80	100
1974-75	61	1980-81	75
1975-76	95	1981-82	81
1976-77	82	1982-83	92
1977-78	68	1983-84	99
1978-79	84	1984-85	88

A number of interesting collections have been received within the past year and include certain of the private papers of the Hon. J. Angus MacLean, the Diocesan Church Society Records, the C. B. Chappell and J. M. Hunter collection of architectural plans and an extensive addition to the papers of Mona Wilson. Other smaller collections that have been donated include business records from the firm of Chisholm & Son, Furniture Makers and Undertakers, 1895-1917; an audio-tape from the Saturday Night Studio Jamboree programs of January 1951; P.E.I. Telephone Subscriber's Directories, 1894 and 1901 and a series of Railroad plans, 1872, 1889-1905. Also, the records of the Canadian Tuberculosis Society were received , on microfilm, from the Public Archives of Canada.

Various Government Departments and Agencies transferred a considerable volume of dormant and semi-dormant material to the Public Archives. The departments that have requested this service include the Premier's Office, Finance, Education, Fisheries, Tourism, the P.E.I. Housing Corporation, Industrial Enterprises Incorporated, the Civil Service Commission, Community Affairs, the Cabinet Office and the Market Development Centre.

Microfilm

During the past year 93 reels of microfilm have been shot. The most significant series included the property leases from R.G. 16, Registry Office; Marriage Licenses, 1787-1812, 1824-1831; Marriage Bonds, 1849-1902 both from R.G. 19, Vital Statistics and the Inquests, 1789-1923, from R.G. 6, Supreme Court. A number of newspapers were also filmed including the *Prince Edward Island Times*, 1836; *The Express and Commercial Advertiser*, 1850; *The Monitor*, 1858-1860; *The Daily Times*, 1901-1902 and *The Eastern Graphic*, 1979-1982. A number of small collections were loaned for microfilming, included were Church records, from Souris, Hunter River and Georgetown, business records from James Duncan and Co., the Day Journals of Dr. G.A.C. McIntosh, 1875-1884 and the diaries of A. MacLeod.

Finding Aids and Structural Organization

Real progress has been made in this area during the past year. Particularly significant was the completion of the finding aid and card index to the manuscript collection of the P.E.I. Museum and Heritage Fondation. Other Record Groups to which finding aids have been completed include those of the Departments of Labour and Industry. Work in progress continues to concentrate upon the photographic collection of the P.E.I. Musuem and Heritage Foundation. In addition, a start has been made upon creating a card index to the very extensive photographic holdings of the Public Archives. It is anticipated that this latter project will be on-going over a number of years.

Records Management

Yet again, little progress can be reported relative to the introduction, within Government of a structured records management programme. As matters now stand the Public Archives of Prince Edward island can only provide a limited programme. Regardless, a number of government departments continue to press their demands. What is required is a comprehensive approach to the on-going management of government records. Perhaps it is now time to more closely scrutinize the reasons why Prince Edward Island remains, the only province in the country, without some form of structured records management programme.

Archaeology

The Provincial Archaeological Committee presented its report to the Minister of Community and Cultural Affairs in the fall of 1984. No direct action has yet resulted, however, it has been suggested that new legislation may be forthcoming in the spring of 1986.

The only field work undertaken, in the early summer of 1985, was sponsored by the National Museum of Man. The excavation work was centered upon St. Peter's Bay and again there was some local involvement. Unfortunately, both budgetary and time constraints meant that the scale of the operation was reduced compared to that of other years.

The Council of Maritime Premiers' Committee on Archaeological Co-operation met on only one occasion. At that time it was determined that an expanded publication programme would remain the Committee's first priority. The Committee also co-sponsored a conference on Early Acadia which, by all accounts, was well received. The committee is now formulating tentative plans for a major archaeological exhibit to coincide with the introduction of the Maritime Studies course in 1987.

Conservation And Restoration

Limited progress has again been made through in-house conservation work which remains routine in nature. Emphasis continues to be placed upon preventative conservation measures. Many of the relevant techniques were highlighted in a conservation seminar, sponsored by the Public Archives of Canada, that was attended in October, 1984. However, because of the limited amount of staff time available, it has been possible to treat only a small part of the material requiring attention.

Exhibit

Unfortunately, display cabinets have still not been located in the Hon. George Coles Building. Within the building assistance has been provided on formal occasions with the wall-hangings etc. on the ground floor. Otherwise, the staff's efforts, as in other years, have been limited to assisting the exhibition programmes of the Confederation Centre Library, the P.E.I. Museum and Heritage Foundation, the Confederation Centre Art Gallery and Museum, the Eptek Centre in Summerside and the Rustico Museum.

ADMINISTRATION AND FINANCE BRANCH

The Administration and Finance Branch consists of two major components the Administration Division and the Finance Section.

Within the Administration Division are the following sections: General Administration, Systems and Information, Student Aid Office, Personnel Office, Registrar's Office, Secretary to the Teachers' Superannuation Commission and Negotiations.

The Finance Division has two units - Finance General, and Book Supply.

ADMINISTRATION

The Administration Division provides a variety of services to the education community from its four major sections.

The Systems and Information section serves a four-fold purpose, namely to coordiate the development or improvement of departmental computer and word processing systems and to monitor their continued operation; to maintain statistical data on students and teachers; and to provide an information service.

The Student Aid Office provides for the efficient operation of the Canada Student Loan Program and administers the P.E.I. Bursary Program.

The Registrar's Office functions primarily to administer teacher certification regulations and in addition maintains historic provincial examination records.

The Personnel Office provides for personnel administration within the Department of Education.

In addition to its four major functions, the division also provides liaison and coordination in a variety of other service areas such as federally funded Official Languages Programs, Teacher Exchange Program, the Interchange on Canadian Studies, the Teachers' Sabbatical Leave Program, the In-Service Training Assistance Program, Project Canada, and the Encounters with Canada Program offered at the Terry Fox Canadian Youth Center.

SYSTEMS AND INFORMATION SECTION

The Systems and Information section serves the department in four areas:

- to coordinate the development and improvement of departmental computer systems;
- to provide a word processing service for all personnel in the department;
- to maintain statistical data on students and teachers; and
- to provide a general information services.

The Management Information Co-ordinator works with personnel throughout the department to evaluate data processing needs and assist in the implementation of changes. All contact with the provincial government's centralized Computer Services is coordinated through this position. Some of the systems which have been examined during the past year are school board payrolls and teacher's superannuation payroll, as well as student records. The payroll programs used by this department and other departments in government need to be upgraded to meet the demands of today's employment patterns with job sharing, part-time employment and flexible benefits plans. Hopefully this will become a priority for government in the next few years.

The word processing centre accepts work from all sections of the department including the School Supply and the Provincial Library which are located outside the central office complex. There have been several requests to demonstrate the word processing equipment to other government departments. Word processing software is also being used on microcomputers in the department but until the word processing centre is capable of communicating with other equipment the two systems are incompatible.

The Systems and Information section also has specific responsibility for the collection and compilation of data for students and teachers such as current and projected enrolments, teacher salaries, certification, and experience levels.

A general information service is provided to the public and educational agencies who are seeking directories, publications and statistics, or inquiring about educational policy and legislation. Preparation of a monthly newsletter to all teachers, the department annual report, and various other handouts also fall within this section.

STUDENT AID OFFICE

Canada Student Loans Program

The Canada Student Loans Act came into effect on July 28, 1964. Its purpose is to make financial aid available to needy students who wish to carry on full-time studies at the post-secondary level. Under the plan, the federal government guarantees loans, made by chartered banks and other designated lenders, to students on the basis of Certificates of Eligibility issued by provinces participating in the plan. The federal government carries the cost of interest on these loans while the student continues full-time study and for six months thereafter. The student must assume the responsibility for repayment of the loan after this six-month period.

The maximum amount that may be authorized for a student is $105 per week of study, which is normally $3,360 per academic year or $1,680 per semester.

P.E.I. Bursary Program

The P.E.I. Bursary Program is a financial assistance program established in 1969 by the provincial government. The object of the program is to supplement the monies that may be borrowed by needy students through the federal government's Canada Student Loans Program. The maximum bursary available to a student is $1,700 per academic year, or $850 per semester. The procedure for disbursement of funds in effect for 1984-85 is:

1. The first $2,400 of need is Canada Student Loan.
2. The next $1,700 of need is P.E.I. Bursary.
3. The balance of need to the maximum of $105 per week of study allowable is Canada Student Loan.

During the year, the Student Aid section processed and evaluated 2,230 applications for assistance. Of these a total of 2,181 received Canada Student Loan assistance, and 1,267 received P.E.I. Bursary.

Canada Student Loans Part-time Program

The Part-time Program came into effect in 1983-84. Its purpose is to make financial aid available to needy students who wish to carry on part-time studies at the post-secondary level.

Under the plan, the federal government guarantees loans, made by chartered

banks and other designated lenders, to students on the basis of Certificates of Eligibility issued by provinces participating in the plan. Interest charges begin on the effective date of the loan and repayment begins 30 days later. The maximum a student may have outstanding at any one time is $2,500.

In 1984-85, $75,889 was allocated for this program; however, only 8 students applied for a total expenditure of $7,839.

Canada Student Loans Program - Interest Relief Plan

The Interest Relief Plan came into effect in 1983-84. The purpose of this plan is to pay the interest on full-time and part-time Canada Student Loans on behalf of students who are unable to find work or who are temporarily disabled and consequently experiencing financial hardships. The maximum extension period is 18 months, beyond the normal 6 months of interest-free status.

PERSONNEL SERVICES

The personnel section is responsible for all aspects of personnel administration within the Department of Education. Included in these responsibilities is involvement in recruitment and selection of employees, maintenance of personnel records, administration of the Civil Service Act and Regulations, administration of the collective agreement between the Civil Service Commission and the Union of Public Sector Employees, the establishment of departmental policies and procedures relating to personnel and the provision of guidance and advice to employees on personnel matters.

The personnel section also acts as liaison with the Civil Service Commission for purposes of staff development training courses, and personnel service needs.

REGISTRAR'S OFFICE

The Registrar's Office is responsible for administering the Department of Education Regulations governing teacher certification. Examination and evaluation of training programs are conducted to ensure that applicants meet the licensing requirements under academic, vocational or substitute regulations. Statements of professional qualifications are prepared for Island trained teachers seeking employment elsewhere. The Registrar's Office maintains liaison with the regional school boards and the vocational high school division of Holland College to ensure current certification and teaching service records are available for all instructional personnel.

The Registrar's Office is also responsible for the maintenance of historic provincial examination results at the grade 8, 10 (Entrance), 11 (Common Examining Board) and 12 (Common Examining Board and Atlantic Provinces Examining Board) levels and the issuing of appropriate transcripts and records of marks as requested.

THREE YEAR COMPARISON OF TEACHING CERTIFICATES ISSUED

1982-83 to 1984-85

Type of Certificate	July 1/82 - June 30/83	July 1/83 - June 30/84	July 1/84 - June 30/85
Interim Academic	116	126	129
Permanent Academic	87	90	79
Vocational	17	18	22
Vocational Letter of Authority	28	13	11

OFFICIAL LANGUAGES PROGRAMS

The Summer Language Bursary Program, funded by the Department of the Secretary of State, coordinated nationally by the Council of Ministers of Education Canada, and administered provincially by the Department of Education provided some 65 Island post-secondary students with an opportunity to study their second official language during a six week summer immersion course. The courses are offered at over forty participating universities across Canada and each Island student who participated received a $1,260 bursary. The University of Prince Edward Island, this province's only participating institution, provided spaces for approximately 130 students from across Canada during the summer of 1984.

The part-time Monitor Program, under which some 13 full-time post-secondary students were employed locally, provides French speaking students an opportunity to work part-time in the public schools by acting as teacher aides in French (immersion and second language) classes for up to eight hours per week. The number of part-time monitors was reduced during 1984-85 so that the number of full-time positions could be increased.

The 'full time' Monitor Program made 7 full-time French speaking teacher aides available to public schools in this province. Unit 1, which due to distance from the University of Prince Edward Island does not receive any part-time monitors, received two full-time positions, and two were also assigned to Units 2 and 4, and one to Unit 5.

The Department of the Secretary of State provided the province with funding for the continuation of the "Bourse de Voyage" Program and the Official Languages Study Fellowship Program. The former is made available to Island official minority language students to assist them in pursuing their post-secondary studies in French outside this province. The latter provides Island post-secondary students with an opportunity to follow a full year of study in a Canadian French language university or college. Approximately 15 students were accommodated under the "Bourse de Voyage" program with another 35 students having benefited from the Official Languages Study Fellowship Program during the 1984-85 school year.

TEACHERS' SUPERANNUATION COMMISSION

The day-to-day administration of the P.E.I. Teachers' Superannuation Act is handled by Administration Division staff. This includes pension and transfer calculations, pension payroll administration and providing information services to superannuates and to teachers about to retire.

NEGOTIATIONS

Administration staff head up the management teams who negotiate collective agreements for instructional staff as represented by the P.E.I. Teachers' Federation and non-instructional staff, in the clerical, transportation and property maintenance areas, as represented by the Canadian Union of Public Employees locals 1770, 1145, and 1775.

FINANCE

The Finance Section is responsible for: budget analysis, preparation and control; purchasing and accounts payable; inventory control; processing of Regional Administrative Unit payroll and the financial information system (F.I.S.); accounting for Teachers' Superannuation Fund, including subsidiary ledgers for investments, and individual accounts, and for the operation of the School Supply.

Budget Analysis Preparation and Control

Budget submissions from the five divisions of the department, five Regional Administrative (School) Units, Maritime Provinces Higher Education Commission, Student Aid, Atlantic Provinces Special Education Authority, and Holland College vocational high school division are analysed and consolidated into the total education budget.

The total budget for 1984-85 fiscal year was broken down as follows:

General Education	$ 5,817,600
Regional Administrative Units	72,212,400
Post Secondary	20,084,600
Vocational - Holland College	3,554,400
Total	$101,669,000

Purchasing and Accounts Payable

The Finance Section prepares and/or checks and authorizes all payments for goods, services and grants made by the Department of Education. All purchase requisitions are prepared and files maintained for completion of the transactions.

Regional Administrative Unit F.I.S. and Payroll

The Unit F.I.S. and payroll are processed by the provincial government's centralized Computer Services, with Finance Section acting as intermediary between the School Unit and Computer Services for output control and distribution.

Teachers' Superannuation Fund

The Section is responsible for the full accounting function for the Teachers' Superannuation Fund. This includes a computerized subsidiary ledger of all contributors as well as detailed investment ledgers.

Equipment and Furniture Inventory Control

The Section maintains a perpetual inventory system of all department equipment and furniture, controlling inventory by location and by total number.

School Supply

The School Supply is a separate section of Finance and is responsible for purchasing all approved texts and workbooks for schools in the province. Total expenditure for books in 1984-85 fiscal year was in excess of $1,134,300, including expenditure on minority and second language. Both the book inventory in the central warehouse and in each school is maintained and controlled by a computerized perpetual inventory system.

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Table 1.1

PUBLIC AND PRIVATE SCHOOLS
ELEMENTARY AND SECONDARY ENROLMENT BY SCHOOL AND GRADE
OCTOBER 31, 1984

REGIONAL ADMINISTRATIVE UNIT 1

SCHOOL CODE AND NAME		GRADES													
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
113	Westisle Composite High	-	-	-	-	-	-	-	-	-	275	269	269	10	823
122	Hernwood Junior High	-	-	-	-	-	-	162	170	131	-	-	-	6	469
123	M.E. Callaghan	-	-	-	-	-	-	181	187	115	-	-	-	11	494
130	Tignish Elementary	56	59	61	60	60	67	-	-	-	-	-	-	-	363
131	Alberton Elementary	37	50	46	47	48	50	-	-	-	-	-	-	6	284
132	Bloomfield Elementary	40	32	43	39	31	41	-	-	-	-	-	-	-	226
133	O'Leary Elementary	57	46	40	46	56	46	-	-	-	-	-	-	5	296
134	Ellerslie Elementary	44	58	46	44	56	58	-	-	-	-	-	-	6	312
135	St. Louis Elementary	42	47	56	37	38	40	-	-	-	-	-	-	-	260
	TOTAL UNIT 1	276	292	292	273	289	302	343	357	246	275	269	269	44	3,527

Table 1.1 Continued

REGIONAL ADMINISTRATIVE UNIT 2

SCHOOL CODE AND NAME		GRADES													
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
211	Kensington Intermediate/ Senior High	-	-	-	-	-	-	68	106	91	74	70	57	-	466
212	Kinkora Regional High		-	-	-	-	-	-	-	52	80	49	46	-	227
215	Three Oaks Senior High	-	-	-	-	-	-	-	-	-	276	337	304	-	917
220	Summerside Intermediate	-	-	-	-	-	-	176	218	214	-	-	-	42	650
221	Athena Consolidated	52	35	44	44	48	53	53	60	63	-	-	-	-	452
222	Miscouche Consolidated	15	17	21	21	24	37	26	30	35	-	-	-	-	226
231	Borden Elementary	19	28	24	26	19	25	22	20	-	-	-	-	-	183
232	Elm Street Elementary	67	89	51	78	70	62	-	-	-	-	-	-	-	417
233	Queen Elizabeth Elementary	68	69	73	70	70	76	-	-	-	-	-	-	-	426
234	Somerset Elementary	39	34	34	37	27	32	24	26	-	-	-	-	-	253
236	Parkside Elementary	58	53	45	56	67	59	-	-	-	-	-	-	34	372
237	Greenfield Elementary	85	88	83	50	58	54	-	-	-	-	-	-	5	423
	TOTAL UNIT 2	403	413	375	382	383	398	369	460	455	430	456	407	81	5,012

Table 1.1 Continued

REGIONAL ADMINISTRATIVE UNIT 3

SCHOOL CODE AND NAME		GRADES												
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
310	Charlottetown Rural High	-	-	-	-	-	-	-	-	-	342	292	292	-	926
311	Colonel Gray Senior High	-	-	-	-	-	-	-	-	-	327	261	255	-	843
314	Bluefield High	-	-	-	-	-	-	-	-	-	247	223	247	-	717
320	Birchwood Junior High	-	-	-	-	-	-	182	147	165	-	-	-	35	529
321	Queen Charlotte Junior High	-	-	-	-	-	-	174	197	194	-	-	-	-	565
323	Stonepark Junior High	-	-	-	-	-	-	251	282	265	-	-	-	15	813
324	East Wiltshire Junior High	-	-	-	-	-	-	209	195	202	-	-	-	-	606
340	Glen Stewart Elementary	134	149	107	108	138	97	-	-	-	-	-	-	7	740
341	Central Queens Elementary	64	44	51	53	46	69	-	-	-	-	-	-	-	327
342	Eliot River	162	167	136	129	134	114	-	-	-	-	-	-	4	846
343	L.M. Montgomery Elementary	48	51	51	55	54	55	-	-	-	-	-	-	-	314
344	Fort Augustus Elementary	25	25	27	29	23	30	24	28	19	-	-	-	-	230
345	Englewood School	32	28	28	31	37	33	30	44	36	-	-	-	-	299
346	Parkdale Elementary	45	29	40	37	35	35	-	-	-	-	-	-	5	226
347	Prince Street Elementary	69	66	69	73	65	57	-	-	-	-	-	-	-	399
348	Stella Maris School	15	15	19	13	14	20	25	36	40	-	-	-	-	197
349	Sherwood Elementary	104	92	105	117	106	111	-	-	-	-	-	-	9	644
350	Ecole Francois-Buote	8	5	6	3	5	5	3	2	1	-	-	-	-	38
351	Spring Park Elementary	90	88	103	70	51	63	-	-	-	-	-	-	-	465
352	St. Ann's Elementary	10	9	8	9	8	8	-	-	-	-	-	-	-	52
353	St. Augustine's Elementary	21	10	12	21	13	11	11	-	-	-	-	-	-	99
354	St. Jean Elementary	53	51	52	48	38	51	-	-	-	-	-	-	16	309
355	West Kent Elementary	52	48	56	53	83	78	-	-	-	-	-	-	8	378
356	West Royalty	22	20	17	25	11	11	-	-	-	-	-	-	-	106
357	Stanhope-Grand Tracadie	13	18	7	9	9	10	-	-	-	-	-	-	-	66
	TOTAL UNIT 3	967	915	894	883	870	858	909	931	922	916	776	794	99	10,734

Table 1.1 Continued

REGIONAL ADMINISTRATIVE UNIT 4

SCHOOL CODE AND NAME		GRADES													
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
410	Montague Junior/Senior High	-	-	-	-	-	-	86	97	265	237	183	198	10	1,076
411	Morell Regional High	-	-	-	-	-	-	-	-	113	67	77	75	9	341
412	Souris Regional High	-	-	-	-	-	-	-	-	121	98	86	84	-	389
440	Belfast Elementary	26	20	25	15	28	21	21	26	21	-	-	-	-	203
441	Cardigan Elementary	24	24	17	25	29	25	25	24	-	-	-	-	-	193
442	Dundas Elementary	21	12	22	18	16	28	21	20	-	-	-	-	-	158
443	Eastern Kings Elementary	23	22	25	24	13	27	26	24	-	-	-	-	-	184
444	Fortune Elementary	10	10	10	10	7	14	18	16	-	-	-	-	-	95
445	Georgetown Elementary	18	13	13	17	23	17	17	14	-	-	-	-	-	132
446	Montague Elementary	96	100	73	77	80	64	-	-	-	-	-	-	12	502
447	Morell Elementary	39	29	31	28	30	29	36	22	-	-	-	-	13	257
448	Mt. Stewart Elementary	5	8	13	12	18	14	17	8	-	-	-	-	-	95
449	Rollo Bay Elementary	16	17	16	24	18	16	18	22	-	-	-	-	-	147
450	Souris Elementary	44	34	33	27	52	36	28	36	-	-	-	-	6	296
451	Southern Kings Elementary	58	48	37	54	49	49	73	82	-	-	-	-	-	450
452	St. Peter's Elementary	12	16	10	16	8	13	15	8	-	-	-	-	-	98
453	St. Teresa's Elementary	10	8	8	9	5	9	1	8	-	-	-	-	-	58
454	Tracadie Cross Elementary	19	18	19	16	8	9	23	10	-	-	-	-	-	122
455	Vernon River Elementary	33	39	28	24	34	32	20	26	19	-	-	-	-	255
	TOTAL UNIT 4	454	418	380	396	418	403	445	443	539	402	346	357	50	5,051

Table 1.1 Continued

REGIONAL AGMINISTRATIVE UNIT 5

SCHOOL CODE AND NAME		GRADES													
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
510	Evangeline Regional High	-	-	-	-	-	-	-	-	47	38	36	37	-	158
530	Evangeline Elementary	47	43	41	33	37	39	36	39	-	-	-	-	-	315
	TOTAL UNIT 5	47	43	41	33	37	39	36	39	47	38	36	37	-	473

Table 1.1 Continued

PROVINCIALLY OPERATED SCHOOLS

SCHOOL CODE AND NAME		GRADES													
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
680	School for the Hearing Impaired	-	-	-	-	-	-	-	-	-	-	-	-	13	13
681	Cerebral Palsy School	-	-	-	-	-	-	-	-	-	-	-	-	6	6
	TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	19	19

Table 1.1 Continued

PROVINCIAL VOCATIONAL HIGH SCHOOLS

SCHOOL CODE AND NAME		GRADES													
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
791	Holland College Summerside Centre	-	-	-	-	-	-	-	-	-	-	110	-	-	110
891	Holland College Royalty Centre	-	-	-	-	-	-	-	-	-	8	60	16	-	84
	TOTAL	-	-	-	-	-	-	-	-	-	8	170	16	-	194

NOTE: In addition to the 194 students taking the full-time vocational high school program, there are 448 Project Integration students attending vocational high schools half days who are enrolled in one of the other school board administered high schools.

Table 1.1 Continued

PRIVATE SCHOOLS

SCHOOL CODE AND NAME		GRADES													
		1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
970	Grace Christian School	3	6	2	3	4	1	4	4	4	7	-	-	-	38
	TOTAL	3	6	2	3	4	1	4	4	4	7	-	-	-	38

	GRADES													
	1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
PROVINCIAL TOTALS	2,150	2,087	1,984	1,970	2,001	2,001	2,106	2,234	2,213	2,076	2,053	1,880	293	25,048

Table 1.2

PUBLIC AND PRIVATE SCHOOLS
ELEMENTARY AND SECONDARY ENROLMENT BY AGE, GRADE AND SEX
OCTOBER 31, 1984

GRADES

	1		2		3		4		5		6		7		8		9		10		11		12		Special		Total		Total
AGE	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Under 6	237	233	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	240	236	476
6	739	785	189	170	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	6	933	961	1894
7	52	99	748	744	185	150	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	10	987	1003	1990
8	2	2	68	150	671	703	176	164	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	11	921	1031	1952
9	1	-	1	11	78	157	640	652	195	153	1	-	-	-	-	-	-	-	-	-	-	-	-	-	4	14	920	987	1907
10	-	-	1	1	11	24	103	196	622	635	167	159	-	1	-	-	-	-	-	-	-	-	-	-	9	12	913	1028	1941
11	-	-	-	1	1	3	10	26	105	212	612	627	157	149	2	5	-	-	-	-	-	-	-	-	7	13	894	1036	1930
12	-	-	-	-	-	-	-	2	12	49	112	240	660	614	191	137	-	1	-	-	-	-	-	-	10	12	985	1055	2040
13	-	-	-	-	-	-	-	1	2	13	15	51	133	266	683	674	170	125	1	-	-	-	-	-	11	23	1015	1153	2168
14	-	-	-	-	-	-	-	-	-	2	2	13	32	76	139	257	713	583	151	151	-	3	-	-	12	27	1049	1112	2161
15	-	-	-	-	-	-	-	-	-	-	-	2	5	9	38	84	157	268	624	539	177	116	3	5	14	14	1018	1037	2055
16	-	-	-	-	-	1	-	-	-	-	-	-	1	3	8	15	49	109	160	260	579	507	171	102	8	20	976	1017	1993
17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	13	17	55	91	160	236	584	428	9	3	821	776	1597
18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	5	9	26	56	101	162	233	7	7	236	372	608
19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	6	25	31	60	86	3	4	89	128	217
20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	12	12	10	21	2	4	25	38	63
Over 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	22	16	6	9	-	3	28	28	56
TOTALS	1031	1119	1009	1078	946	1038	929	1041	936	1065	909	1092	988	1118	1061	1173	1104	1109	1002	1074	1031	1022	996	884	108	185	12050	12998	25048

Table 1.3

PUBLIC AND PRIVATE SCHOOLS
ELEMENTARY AND SECONDARY ENROLMENT BY YEAR AND GRADE
1970-71 TO 1984-85

	KIN.	1	2	3	4	5	6	7	8	9	10	11	12	SPEC.	COM.	TOTAL
1970 - 71	97	3040	2886	2889	2640	2708	2596	2706	2574	2597	2090	1697	1449	558	221	30,748
1971 - 72	-	2771	2809	2765	2911	2728	2681	2659	2614	2737	2137	1723	1443	592	-	30,570
1972 - 73	-	2479	2515	2826	2742	3196	2648	2666	2526	2731	2220	1841	1472	265	-	30,127
1973 - 74	-	2149	2421	2452	2822	2751	2822	2792	2506	2653	2271	1872	1411	231	-	29,153
1974 - 75	-	2235	2128	2502	2535	2750	2815	2928	2618	2541	2237	2006	1492	208	-	28,995
1975 - 76	-	2284	2167	2222	2414	2547	2750	2906	2815	2640	2227	1919	1621	131	-	28,643
1976 - 77	-	2186	2245	2187	2230	2432	2558	2892	2821	2729	2343	1922	1662	152	-	28,359
1977 - 78	-	2269	2181	2215	2235	2243	2455	2667	2778	2727	2405	2079	1644	156	-	28,054
1978 - 79	-	2179	2229	2208	2176	2162	2296	2534	2566	2621	2512	2141	1708	160	-	27,492
1979 - 80	-	2056	2176	2236	2163	2179	2208	2389	2368	2411	2527	2249	1892	173	-	27,027
1980 - 81	-	2130	2022	2137	2274	2172	2181	2292	2238	2335	2301	2353	2013	236	-	26,684
1981 - 82	-	2018	2045	2051	2131	2238	2172	2285	2220	2138	2245	2170	2118	218	-	26,049
1982 - 83	-	2094	1966	2004	2044	2097	2235	2219	2201	2115	2087	2259	2042	233	-	25,596
1983 - 84	-	2169	1975	2000	2038	2001	2082	2321	2164	2168	2030	2083	2074	251	-	25,356
1984 - 85	-	2150	2087	1984	1970	2001	2001	2106	2234	2213	2076	2053	1880	293	-	25,048

Table 1.4

PUBLIC AND PRIVATE SCHOOLS
COMPARISON OF STUDENT ENROLMENT BY AGE GROUP
OCTOBER 1980 - OCTOBER 1984

AGE	1980	1981	1982	1983	1984
6	1924	1878	1921	1954	1894
7	1923	1940	1882	1948	1990
8	2039	1915	1917	1887	1952
9	2173	2051	1917	1940	1907
10	2130	2173	2040	1932	1941
11	2086	2114	2158	2031	1930
12	2135	2109	2127	2174	2040
13	2119	2143	2108	2153	2168
14	2261	2119	2135	2095	2161
15	2383	2223	2090	2100	2055
16	2379	2195	2091	1977	1993
17	1877	1874	1752	1712	1597

NOTE: Ages 6 to 17 only are included in the table since these represent the modal ages for grades 1 to 12.

Table 1.5

REGIONAL SCHOOL BOARDS
NUMBER OF STUDENTS IN FRENCH SECOND LANGUAGE COURSES
AS A PERCENTAGE OF UNIT AND PROVINCIAL PUBLIC SCHOOL ENROLMENTS BY GRADE
SEPTEMBER 1984

UNIT		4	5	6	GRADES 4 - 6	7	8	9	GRADES 7 - 9	10	11	12	GRADES 10 - 12	1 - 12
1	Number	227	252	253	732	299	323	228	850	227	47	21	295	2569
	Percent	83.2	87.2	83.8	84.7	87.2	90.5	92.7	89.9	82.5	17.5	7.8	36.3	72.8
2	Number	342	352	363	1057	337	416	454	1207	206	131	74	411	2917
	Percent	89.5	91.9	91.2	90.9	91.3	90.4	99.8	94.0	47.9	28.7	18.2	31.8	58.2
3	Number	763	740	754	2257	673	775	707	2155	406	273	192	871	5290
	Percent	86.4	85.1	87.9	86.4	74.0	83.2	76.7	78.0	44.3	35.2	24.2	35.0	49.3
4	Number	373	391	390	1154	423	434	401	1258	179	111	58	348	2850
	Percent	94.2	93.5	96.8	94.8	95.1	98.0	74.4	88.2	44.5	32.1	16.2	31.5	56.4
Prov.	Number	1705	1735	1760	5200	1732	1948	1790	5470	1018	562	345	1925	13626
Total	Percent	86.7	86.9	88.0	87.2	82.4	87.4	81.0	83.6	49.2	27.4	18.4	32.1	54.5

NOTE: French second language courses are provincially authorized from grades 4 to 12 and do not include those students enrolled in French Immersion classes.

Table 1.6

REGIONAL SCHOOL BOARDS
NUMBER OF STUDENTS IN CLASSES WITH FRENCH AS LANGUAGE OF INSTRUCTION AS A PERCENTAGE OF PROVINCIAL PUBLIC SCHOOL ENROLMENT BY GRADE
SEPTEMBER 1984

		GRADES												
		1	2	3	4	5	6	7	8	9	10	11	12	1-12
French/Bilingual Classes	Number	56	47	46	36	42	45	38	42	48	38	36	37	511
	Percent	2.6	2.3	2.3	1.8	2.1	2.3	1.8	1.9	2.2	1.8	1.8	2.0	2.0
French Immersion Classes	Number	317	310	261	235	216	190	280	176	130	66	19	18	2218
	Percent	14.8	14.9	13.2	11.9	10.8	9.5	13.3	7.9	5.9	3.2	0.9	1.0	8.9
Provincial Total	Number	373	357	307	271	258	235	318	218	178	104	55	55	2729
	Percent*	17.4	17.2	15.5	13.8	12.9	11.8	15.1	9.8	8.1	5.0	2.7	2.9	10.9

* Figures may not add due to rounding.

Table 1.7

REGIONAL SCHOOL BOARDS
STUDENT ENROLMENT IN FRENCH SECOND LANGUAGE COURSES
CONVERTED TO FULL-TIME EQUIVALENTS*
AS A PERCENT OF PUBLIC SCHOOL ENROLMENTS BY GRADE

	1982 - 83			1983 - 84			1984-85		
GRADE	GRADE ENROLMENT	F.T.E. FRENCH ENROLMENT	PERCENT OF GRADE	GRADE ENROLMENT	F.T.E. FRENCH ENROLMENT	PERCENT OF GRADE	GRADE ENROLMENT	F.T.E. FRENCH ENROLMENT	PERCENT OF GRADE
1	2086	6.3	.30	2165	9.4	.43	2147	12.1	.56
2	1961	10.0	.51	1975	7.3	.37	2081	14.2	.68
3	1999	19.4	.97	1995	20.8	1.04	1982	19.4	.98
4	2039	106.8	5.24	2036	113.7	5.58	1967	115.3	5.86
5	2094	125.8	6.01	1999	116.8	5.84	1997	124.4	6.23
6	2230	137.1	6.15	2079	129.1	6.21	2000	129.7	6.49
7	2204	190.2	8.63	2317	197.9	8.54	2102	165.7	7.89
8	2190	189.9	8.67	2158	188.9	8.75	2230	190.5	8.54
9	2112	185.7	8.79	2158	196.1	9.09	2209	194.9	8.82
10	2087	105.7	5.06	2030	125.9	6.20	2069	147.3	7.12
11	2259	69.3	3.07	2083	65.2	3.13	2053	80.0	3.90
12	2040	42.2	2.07	2074	54.2	2.61	1880	48.6	2.59
TOTAL	25301	1188.4	4.70	25069	1225.3	4.89	24717	1244.1	5.03

* The number of students taking French as a second language is converted to full-time equivalents by multiplying the number of students by the number of minutes per week and dividing by 1500 (25 hrs./week).

Table 1.8

FULL-TIME VOCATIONAL HIGH SCHOOL PROGRAM ENROLMENT BY SCHOOL, GRADE AND PROGRAM OCTOBER 31, 1984

	World of Work	Cosmetology	Retailing	Clerk Typist	Carpentry	Drafting	Computers	Electronics	Fashion Technique & Design	Motor Vehicle Repair	Welding	Plumbing	Bricklaying	Cooking	Agriculture	TOTALS
Holland College Royalty Centre:																
Grade 10	8	-	-	-	-	-	-	-	-	-	-	-	-	-	3	11
Grade 11, Post 10	1	15	9	-	-	4	-	-	-	12	10	6	-	-	-	57
Grade 12, Post 11	-	-	-	16	-	-	-	-	-	-	-	-	-	-	-	16
Holland College Summerside Centre:																
Grade 11, Post 10	-	20	11	13	8	9	20	5	10	6	6	-	1	1	-	110
TOTAL	9	35	20	29	8	13	20	5	10	18	16	6	1	1	3	194

NOTE: In addition to the 194 students taking the full-time vocational high school program, there are 448 Project Integration students attending vocational high schools half days who are enrolled in one of the other school board administered high schools.

Table 1.9

PUBLIC AND PRIVATE SCHOOLS
STUDENTS WHO LEFT SCHOOL PRIOR TO GRADE 12 GRADUATION
BY AGE, GRADE AND SEX
SEPTEMBER 1, 1984 - JUNE 30, 1985

	GRADE																													
	1		2		3		4		5		6		7		8		9		10		11		12		Special		Total		
AGE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Under 14	4	3	-	1	1	-	2	-	1	-	1	-	4	3	-	-	-	-	-	-	-	-	-	-	-	-	13	7	20
14	-	-	-	-	-	-	-	-	-	1	-	-	7	3	7	3	4	-	-	-	-	-	-	-	-	-	18	7	25
15	-	-	-	-	-	-	-	-	-	-	-	-	10	7	16	10	10	7	1	4	-	2	-	-	2	-	39	30	69
16	-	-	-	-	-	-	-	-	-	-	-	-	2	1	15	7	36	16	25	23	5	5	-	-	3	3	86	55	141
17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	2	31	11	49	35	49	26	9	7	3	2	149	83	232
18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	4	35	21	63	35	32	35	-	3	136	98	234
Over 18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	16	13	55	41	90	63	5	2	170	119	289
TOTALS	4	3	-	1	1	-	2	-	1	1	1	-	23	14	46	22	91	38	126	96	172	109	131	105	13	10	611	399	1010

NOTE: All students reported in this table have discontinued their education in the public and private schools of the province prior to graduation and did not report that they would be continuing their studies elsewhere.

Table 2.1

REGIONAL SCHOOL BOARDS
NUMBER OF FULL-TIME EQUIVALENT INSTRUCTIONAL PERSONNEL
BY CERTIFICATE AND YEARS OF TEACHING EXPERIENCE
SEPTEMBER 1984

Certificate	Total	Less Than 1 Year	1	2	3	4	5	6	7	8	9	10-14	15-19	20-24	25-29	30-34	35+
C2	16.60	-	-	-	-	-	1.00	-	.20	-	.60	2.30	2.00	5.50	4.00	1.00	-
C3	35.75	-	-	-	-	-	.25	-	-	-	-	.50	6.50	12.50	9.50	5.50	1.00
C4	262.25	6.00	15.30	5.25	4.60	8.00	13.05	7.50	7.35	7.00	9.50	31.60	57.10	53.00	26.00	9.00	2.00
C5	683.28	19.80	10.00	11.30	9.25	14.00	15.60	22.50	20.35	34.70	35.80	183.73	157.50	90.60	49.40	6.75	2.00
C5A	181.56	1.00	-	-	2.00	2.00	-	1.00	4.00	9.00	4.00	45.43	46.90	36.00	15.73	9.50	5.00
C6	165.66	-	1.00	-	-	1.00	2.00	2.00	3.00	5.00	7.50	35.93	49.40	33.50	10.00	12.50	2.83
Voc. C1	1.00	-	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Voc. C2	6.50	-	-	.50	-	-	1.00	-	2.00	-	-	-	3.00	-	-	-	-
Voc. C3	7.00	-	1.00	-	1.00	-	2.00	-	-	-	1.00	1.00	-	1.00	-	-	-
Voc. C4	2.00	-	-	-	-	-	1.00	-	-	-	-	1.00	-	-	-	-	-
Voc. C5	4.50	-	-	-	-	1.00	-	.50	-	-	-	2.00	1.00	-	-	-	-
Voc. C6	3.00	-	-	-	-	-	-	-	-	-	-	2.00	-	-	-	-	-
TOTALS	1369.10	26.80	28.30	18.05	16.85	26.00	35.90	33.50	36.90	55.70	58.40	305.49	323.40	232.10	114.63	44.25	12.83

NOTE: Instructional Personnel includes all certified teaching and supervisory staff, both school-based and board-based.

SOURCE: Educational Staff Records, Department of Education

Table 2.2

NUMBER OF FULL-TIME EQUIVALENT INSTRUCTIONAL PERSONNEL BY CERTIFICATE, SEX AND AVERAGE SALARY SEPTEMBER 1984

	MALES			FEMALES			TOTAL		
CERTIFICATE	NUMBER	PERCENT	AVERAGE SALARY	NUMBER	PERCENT	AVERAGE SALARY	NUMBER	PERCENT	AVERAGE SALARY
C2	2.00	.1	17,917	14.60	1.1	19,001	16.60	1.2	18,870
C3	1.50	.1	22,564	34.25	2.5	22,582	35.75	2.6	22,581
C4	41.00	3.0	24,219	221.25	16.2	26,843	262.25	19.2	26,433
C5	309.75	22.6	31,317	373.53	27.3	30,508	683.28	49.9	30,875
C5A	102.00	7.5	34,559	79.56	5.8	33,560	181.56	13.3	34,122
C6	122.17	8.9	38,203	43.49	3.2	35,629	165.66	12.1	37,540
Voc. C1	1.00	.1	23,140	-	-	-	1.00	.1	23,140
Voc. C2	3.50	.3	28,083	3.00	.2	28,569	6.50	.5	28,307
Voc. C3	5.00	.4	31,518	2.00	.1	30,271	7.00	.5	31,161
Voc. C4	2.00	.1	33,893	-	-	-	2.00	.1	33,893
Voc. C5	4.00	.3	34,527	0.50	.0	17,264	4.50	.3	34,527
Voc. C6	3.00	.2	34,962	-	-	-	3.00	.2	34,962
TOTALS	596.92	43.6	34,295	772.18	56.4	29,486	1,369.10	100.0	30,906

NOTE: Instructional Personnel includes all certified teaching and supervisory staff, both school-based and board-based.

SOURCE: Educational Staff Records, Department of Education

Table 3.1

REGIONAL SCHOOL BOARDS
NUMBER OF FULL-TIME EQUIVALENT EMPLOYEES BY CATEGORY AND AVERAGE SALARY
1984 - 85

	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		TOTAL	
	No.	Average Salary	No.	Average Salary	No.	Average Salary	No.	Average Salary	No.	Average Salary	No.	Average Salary
Clerical	15.3	15,450	21.8	15,869	39.24	17,053	21.1	15.658	2.24	17,931	99.68	16,272
Janitorial	30.1	16,198	39.9	17,313	64.8	15,927	34.9	16,670	5	16,364	174.7	16,451
Transportation	69	11,768	58	11,747	107.0	10,830	84	11,791	9	11,950	327	11,468
Board Based Supervisory												
Non-Instructional	3	32,777	3	32,407	3	32,777	3	32,777	1	26,421	13	32,203
Instructional	4.67	40,380	6	41,302	8.6	40,038	5	41,135	2	39,911	26.27	40,587
Teachers	197.5	30,085	270.5	30,975	566.98	31,054	277.85	30,224	30	30,748	1342.83	30,717
Unit Totals	319.57	24,297	399.2	26,157	789.62	26,480	425.85	24,902	49.24	25,553	1983.48	25,702

Table 3.2

REGIONAL SCHOOL BOARDS
TRANSPORTATION STATISTICS 1982-83 TO 1984-85

SCHOOL BOARD OWNED BUSES	1982-83	1983-84	1984-85
1. Number of Operational Buses	317	314	313
2. Seating Capacity of Buses Used	19,130	19,058	19,053
3. Number of Students Transported	19,077	19,206	19,274
4. Kilometers Per Day Regular Route	23,430	23,770	23,590
5. Kilometers Per Year Regular Route	4,334,706	4,309,642	4,333,776
6. Kilometers Per Year - Extra Curricular Use	435,919	389,618	416,658
7. Total Kilometers Per Year (5 + 6)	4,770,625	4,699,260	4,750,434
8. Cost of Salaries and Benefits	$4,441,062	$4,510,919	$4,639,250
9. Cost of Bus Operation*	$1,888,183	$1,964,666	$1,982,315
10. Total Transportation Operational Cost (8 + 9)	$6,329,245	$6,475,585	$6,621,565
11. Average Number of Students Per Bus (3 ÷ 1)	60.18	61.17	61.58
12. Average Number of Yearly Kilometers Per Bus (7 ÷ 1)	15,049	14,966	15,177
13. Operational Cost Per Bus (9 ÷ 1)	$ 5,956	$ 6,257	$ 6,333
14. Operational Cost Per Kilometer (9 ÷ 7)	$ 0.40	$ 0.42	$ .42
15. Total Transportation Operational Cost Per Student Transported (10 ÷ 3)	$ 331.77	$ 337.17	$ 343.55

* Bus Operation Costs are for regular route and extra curricular use.

Table 3.3

REGIONAL SCHOOL BOARDS
INVENTORY OF SCHOOL BUSES
1984 - 85

	NUMBER OF BUSES ON HAND JULY 1, 1984	BUSES SOLD SINCE JULY 1, 1984	OTHER BUSES REMOVED FROM INVENTORY	NEW BUSES ORDERED	NEW BUSES DELIVERED	NUMBER OF BUSES ON HAND JUNE 30, 1985	COST OF NEW BUSES ORDERED
UNIT 1	72	-	2	10	5	75	$ 477,574
UNIT 2	63	5	3	3	8	63	$ 122,293
UNIT 3	119	7	-	8	8	120	$ 362,094
UNIT 4	93	7	2	9	9	93	$ 277,485
UNIT 5	10	1	-	1	1	10	$ 31,746
TOTAL	357	20	7	31	31	361	$1,271,192

Table 3.4

TOTAL EXPENDITURE FOR REGIONAL SCHOOL BOARDS

(July 1 - June 30)

	1982-83	1983-84	1984-85
ADMINISTRATIVE EXPENSE			
Salaries	$ 2,668,120	$ 2,636,695	$ 2,802,237
Operating	727,466	754,397	791,069
	$ 3,395,586	$3,391,092	$ 3,593,306
INSTRUCTIONAL EXPENSE			
Salaries	$44,894,722	$44,832,975	$47,125,642
Operating	1,137,558	995,052	993,321
	$46,032,280	$45,828,027	$48,118,963
SCHOOL MAINTENANCE and OPERATION EXPENSE			
Salaries	$ 3,306,875	$ 3,411,576	$ 3,493,411
Operating	4,773,990	4,886,229	5,085,372
	$ 8,080,865	$ 8,297,805	$ 8,578,783
TRANSPORTATION EXPENSE			
Salaries	$ 4,459,240	$4,510,919	$ 4,639,250
Operating	1,915,329	1,978,345	1,985,034
	$ 6,374,569	$ 6,489,264	$ 6,624,284
CAPITAL			
Capital Equipment and Renovations	$ 1,321,602	$ 1,062,008	$ 1,057,215
Bus Purchases	800,594	1,065,693	1,154,975
Debit Retirement	5,197,276	5,609,839	5,441,925
	$ 7,319,472	$ 7,737,540	$ 7,654,115
	$71,202,772	$71,743,728	$74,569,451

NOTE: Depreciation of buildings and furniture is not included under school maintenance and operation expense. Depreciation of buses and other vehicles is not included under transportation expense.